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AUTHOR Rice, Donna Steed
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ABSTRACT

This paper focuses on the content and evaluation of an orientation program for new foreign teaching assistants in an American college or university. The objective of the program is to familiarize the foreign teaching assistant with the sociocultural and academic differences in the university system that may cause a communication breakdown within the classroom. The program includes three major components. The first, Oral/Aural, was designed to develop comprehension and communication skills. Techniques for increasing reading speed and overall comprehension of academic and periodical literature comprised the second component. The third dealt with a cross-cultural orientation to the United States university system. A sample course outline, sample lesson plans, and classroom materials are appended. (JD)

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A DESCRIPTION OF A MODEL PROGRAM

FOR ORIENTING THE NEW FOREIGN TEACHING ASSISTANT

by

Donna Steed Rice

INTENSIVE ENGLISH LANGUAGE INSTITUTE
STATE UNIVERSITY OF NEW YORK AT BUFFALO

Paper presented at the 31st Annual Conference of NAFSA at Phoenix, Arizona May9, 1979

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The subject of internationalizing higher education is a topic of current interest in the academic community today. As evidence of this, recently, a conference dedicated to providing an intensive, day-long perspective on the problems and possibilities for internationalizing higher education was held at the State University of New York at Buffalo. Throughout the conference, the general consensus of the participants seemed to be that the time for internationalizing higher education had finally arrived. Dr. James Perkins, one of the keynote speakers and Chairman of the President's Commission on Foreign Languages and International Study, stated that:

> In the United States, our universities, libraries and language centers form a kind of "network," a powerful, complex competence which can be effectively used as a base on which to build the concept of international education in this country.

Dr. Burton Clark, Director of the Yale University Higher Education Research Group, also a keynote speaker, further illustrated that, "In the last two decades, Americans have been looking more and more to the work of foreign researchers in various disciplines."

From these observations one can conclude that, if the concept of international education is to be courted with any intensity, one can expect a significant increase in the international exchange of scholars in the future, and thus, in all probability, an increase in the number of foreign teaching assistants in the U.S. university classroom.

The rationale for this paper lies in the belief that, if institutions of higher learning are truly committed to the concept of international education, then they have a moral as well as an academic obligation to familiarize the foreign teaching assistant with the socio-cultural and academic differences in the university system that may cause a communication breakdown within the classroom.

This paper focuses on the content and evaluation of an orientation program which was developed for new foreign teaching assistants at the Intensive English Language Institute of the State University of New York at Buffalo in order to meet the following objectives:

(1) To improve the oral/aural proficiency and reading/writing skills of the foreign TA both in the classroom and in the pursuance of graduate studies;

(2) To perfect classroom teaching and interaction techniques that are appropriate to the U.S. university classroom;

(3) To provide an understanding of the educational and philosophical bases for the U.S. university graduate and undergraduate curricula;

(4) To teach the foreign TA to anticipate, through interaction activities and roleplaying, the types of situations that are likely to be encountered in the U.S. classroom;

(5) To enable the TA to understand the status of the faculty and the TA, the university administrative procedures which affect the TA, matters of grading and testing, and the general communicative network of the university community.

The paper discusses the organization of the program, some of the techniques used to accomplish the intended goals, and offers suggestions for the planning of future programs of this type.

The pilot project was begun in September of 1978 and consisted of one two-hour session weekly for 13 weeks. Enrollment was voluntary. Total enrollment ranged from 16 to 22 students, representing ten languages and various disciplines, including operative dentistry, mathematics, oral medicine, political science, engineering, physics, English literature, computer science and microbiology. The TOEFL scores of the group ranged from 449 to 632. No required text was used, but students were referred to McKeachie's classic Teaching Tips: A Guidebook for Beginning Teachers.

The scope of the course was intentionally broad, and was designed to include three major components: (1) Oral/Aural English; (2) Reading and Writing; and (3) Cross-cultural Orientation to the U.S. University System and Communication Network.

The first session of the course, a general orientation to higher education in the United States, proved to be one of the most valuable for us in terms of needs assessment. The session consisted of a brief overview of the history and philosophy of higher education in the U.S. and an open forum on problems of both an institutional and administrative nature which the TAs themselves perceived to be significant. It soon became quite apparent that although the TAs themselves were university students, they had come to this country as graduates and had little or no knowledge of American undergraduate curricula in terms of distribution requirements,

university policy, grading and general classroom procedure. Such terms as DUE (Division of Undergraduate Education) were meaningless to them. In other words, they lacked a basis for understanding the teaching situation in which they had been placed. For example, they could not understand what they perceived to be the "apathetic attitudes" of some of their students toward the subject matter. TAs in the sciences related that they had expected to find a classroom filled with dedicated future scientists, rather than a class composed of some majoring students and others who were merely fulfilling distribution requirements. On the other hand, they did not understand the almost aggressive "attacks" by some students who received a grade of B+ on a report rather than an A grade.

As a result of information gained from the first session, we found it necessary to modify the previously planned syllabus somewhat in order to increase its effectiveness. Most of the modifications involved the sequencing of materials in the various components.

The objectives of the first component, Oral/Aural, were to develop the comprehension and communication skills of the TA both as a teacher and as a student. In this respect, the goal was not only the mastery of the linguistic features of the language needed for oral production, but also to help the TAs to understand why students complained of being unable to understand him/her, and conversely, why the TA had difficulty understanding his professors' lectures and directions (see Appendix B). For the new TAs and for some of the older ones, such concepts as brainstorming and the oral report were clearly a source of trauma. Special attention was given to these.

Techniques for increasing listening comprehension such as listening for cause/effect relationships, etc., were practiced.

As the project developed, it became increasingly apparent that many of the TAs' problems in the classroom were not directly language related. Such problems as maintaining classroom discipline and not being able to respond "on the spot" to both legitimate questions and to those questions that were not entirely academic in scope were high on the priority list for class discussion. We dealt with the problem of spontaneous response through the use of improvisations and roleplaying flavored with a bit of humor (see Appendix B). In very little time, the group became quite adept at fielding some of these types of questions. In terms of classroom discipline, an effort was made to help the TA become more aware of classroom related socio-cultural differences that affect the learning situation. Also discussed was the use of body language to maintain class order and ways of dealing with the student who asks the rhetorical question that may be designed merely to test the teacher's patience or skill, rather than to seek information. Conversely, the TAs were taught how to read the students' body language in order to determine one's own effectiveness as a teacher at a given point. Since most of the group had had little or no teaching experience prior to their TA assignments, they were most grateful for such teaching tips.

The objectives of the second component, Reading and Writing, again were directed toward skills needed for both successful teaching and successful graduate study. Techniques for increasing reading speed and overall comprehension of academic and periodical literature,

discussion of the recognition and use of appropriate levels of diction and appropriate reasoning and argumentation in the academic term paper were addressed. The assignment and assessment of the library research paper were identified as matters of grave concern to the group. One of the more heated discussions of the semester centered on the subject of whether or not the TA should be expected to grade for "grammar," as some of the TAs who were native speakers tended to do. Because of many extenuating circumstances, this question remained unresolved, but the consensus of the group was in the negative.

Some thought was also given to the types of learning that could be anticipated within the context of the U.S. university system -- i.e., a preference in many disciplines for synthesized critical understanding of concepts versus the rote memorization of facts, and the role of the teacher in facilitating such learning.

Although funding for the program was limited, every effort was made to acquaint the TAs with every aspect of classroom instruction. On-campus expertise was used in special areas when possible. For example, a guest lecture on testing and evaluation was provided by an educational psychologist, in addition to classroom discussion. An introduction to the use and availability of on-campus audio-visual equipment was also presented by a specialist in media studies.

The third component of the project dealt with a cross-cultural orientation to the U.S. university system. This component consisted of three two-part modules, which out of necessity were dispersed at

intervals throughout the course. The first module, Models of Education in the U.S., was divided into two meetings; the first was presented as part of the general orientation and was taught by Dr. Stephen Dunnett. Part II was introduced later and involved a lecture/discussion of the lack of a centralized educational governing body to standardize procedures in this country and how this affects the concept of academic freedom. Such things as the hierarchy of academe and the effect of the "publish or perish syndrome" on the TA proved to be of interest.

The second module, Study Skills and Administrative Procedures, dealt with the manner in which students approached their instructors, student expectations in terms of teacher availability and the importance of the immediate "grade" in terms of future departmental admissions.

The content of the third module, a cross-cultural seminar which had been planned for the end of the course, became interwoven as an on-going orientation throughout the semester. On the whole, the staff and the students agreed that the goals and objectives of the program were satisfied.

To sum up, there are a few considerations to which I would suggest that future planners of programs of this type give serious thought.

When one reads the criticism of foreign TAs voiced by American students in the media, the hidden assumption appears to be that, if one can teach the foreign TA to master the production of oral English, then an increase in the quality of teaching followed by increased

understanding and learning in the TA's classroom will automatically follow. However, it is common knowledge that perfect oral English skills a good teacher do not necessarily make. Many of the problems of the foreign TA are related to socio-cultural differences and poor instructional methodology as well as to lack of linguistic skills. In fact, whether American students who complain so strongly about not being able to "understand" the foreign TA would be able to "understand" a native speaker any better, given that language were the only denominator, and whether or not the student is unknowingly reacting to socio-cultural differences as well as to linguistic variables, remains an unanswered question. This is not to say that being able to speak the language is not an important prerequisite for intelligibility in the classroom. Such an assumption would be naive to the point of absurdity. However, when designing an orientation course for TAs, the true weight of accent-free English is worthy of accurate assessment in terms of determining goals and objectives and curriculum content, because in my opinion, teaching assistants who are 95% unintelligible at the beginning of a one-semester orientation course will in all probability be 75% unintelligible at the end of a one-semester orientation course, regardless of the content, unless the course is intensive. It would seem much more logical then, that people who have the necessary TOEFL scores and academic qualifications, but who lack the oral English skills for teaching, be directed into non-teaching kinds of assistantships rather than be placed into a classroom situation where they can be predicted to perform poorly.

In terms of motivation for enrollment in such courses, the element of time must be considered. Since most TAs have heavy study as well as teaching schedules to meet, it is unreasonable to assume, or even to expect, that they will volunteer to spend more than a minimal number of hours in an orientation course once the semester begins. The question then becomes "What kind of program can one design in order to meet the greatest need in a limited amount of time?" Most TAs will be graduate students for a limited number of years -- usually two or three.

If the student is planning to return to his native country immediately upon completion of his degree program, there will be even less incentive for him to improve his teaching skills in English. The solution, in terms of motivation, may well be to provide an intensive orientation which focuses on all aspects of classroom instruction prior to the undertaking of the teaching assignment. Such an alternative would provide the TA with the information about the university system, socio-cultural differences and teaching methods before rather than after he finds himself in a teaching situation. Such an alternative would also allow time for reassignment if it is discovered that a selected teaching assistant is incapable of teaching.

Granted, there are many problems which can be foreseen as being inherent in such a plan, but once the commitment to international education is made, some entity must establish itself as the vanguard to take steps to insure academic excellence in the teaching done by the foreign teaching assistant. That duty will most likely be

relegated to teachers and administrators of English as a Second Language. Since, in the final analysis, we will probably bear the brunt of the criticism, we might as well aim high.

APPENDIX A

SAMPLE COURSE OUTLINE AND OBJECTIVES FOR MODEL PROGRAM ORIENTATION TO TEACHING FOR NEW FOREIGN TEACHING ASSISTANTS

INTENSIVE ENGLISH LANGUAGE INSTITUTE

STATE UNIVERSITY OF NEW YORK AT BUFFALO

Fall 1978

Course Title: Orientation to Teaching for New Foreign Teaching Assistants

Day & Time: Tuesdays 7:00 - 9:00 p.m.
Room 362, Millard Fillmore Academic Core, Ellicott Complex, Amherst Campus

Instructors: Dr. Stephen C. Dunnett,
Mrs. Donna Rice and
Mrs. Barbara Campbell

Department: Intensive English Language Institute
117 Dean Richmond Quad, Ellicott Complex 636-2077

Semester: Fall 1978

I. General Course Objectives:

--to improve the oral/aural proficiency of the foreign TA in his/her field and in extemporaneous speech acts.
--to improve reading/writing ability for graduate work.
--to perfect classroom teaching and interaction techniques appropriate to the U.S. university classroom.
--to gain an understanding of the educational and philosophical bases for the U.S. university graduate and undergraduate curricula which the TA is to transmit.
--to become familiar with the socio-cultural differences in the university community and in the classroom situation which might cause a communication failure in the course of the TA's teaching experience.
--to try to anticipate, through interaction activities and role-playing, the types of situations most likely to be encountered in the U.S. classroom.
--to understand the status of the faculty and TA, the university administrative procedures that affect the TA, matters of grading and testing, and the general communication network of the university community.

II. Course Outline:

The course has three major components: (1) Oral/Aural English, (2) Reading and Writing, and (3) Cross-cultural Orientation to the U.S. University System and Its Communication Network.

(1) Oral/Aural English Objectives are to develop:

--comprehension and communicative competence in the classroom as both teacher and graduate student.
--communicative competence in coping skills for on- and off-campus use.

--understanding and proficiency in effective message-giving and receiving from a cross-cultural perspective (i.e., how messages are transmitted and received both verbally and non-verbally in different cultures and how to use this perception of differences in anticipating the American students' questions and problems in the classroom communicative interaction).

COURSE OBJECTIVES:

...to define and evaluate what is meant by COMMUNICATION and SPEECH ACTS ...to develop awareness of and flexibility in using varied, appropriate speech acts in different contexts (communicative competence) .. to develop critical listening skills for the college context ...to develop and refine production skills for classroom use (discussion, argumentation, explanation) ... to develop varied use of structures, vocabulary and logical methods of organization in presenting materials orally in planned and impromptu class situations ...to work on any individual problems (interference) in speech production (stress, intonation and pronunciation problems) which hinder effective communication (special assignments will be given for the language laboratory).

(2) Reading/Writing Objectives are:

to perfect and practice the appropriate structures of English and the appropriate reasoning and argumentation of the academic term paper and of the testing procedures. Also, cross-cultural comparison of the use of the text as "authority" and the use of various forms of argumentation and explanation in the class by the student and teacher. Some discussion of the types of learning anticipated in the U.S. university context (i.e., memorization of facts vs. synthesized critical understanding of concepts) and how the teacher plays a role in this learning in the U.S. context--what his/her expectations are in terms of what the student will or will not "learn" and how this learning will be measured and evaluated.

COURSE OBJECTIVES:

...to increase reading speed and comprehension of academic and periodical literature ...to increase vocabulary attack skills ...to refine library research techniques ...to complete an academically acceptable term paper with step-by-step help ...to improve writing skills for academic and related purposes ...to develop and refine sensitivity for style and levels of diction in academic and formal writing ...to refine the use of structural clues to determine authors' logic and method of organization in academic and formal writing ...to refine students' use of varied structures to approximate native English academic and formal style, organization and logic.

(3) Cross-Cultural Orientation to the U.S. University System:

Objective is to enable the foreign TA to carry out his function in the classroom with the least number of difficulties to himself and the greatest amount of understanding for the American student. Through discussion and roleplaying in each of the following areas, it is hoped that the foreign TA will be able to cope better with his new environment and that learning will be maximized in the classroom.

MODULES of approximately two meetings each:

a) MODELS OF EDUCATION in the U.S.: a brief overview of the history and philosophy of higher education in the U.S. and how these will affect what the American student expects in the class in terms of instruction and evaluation and how the curricula of the university affects how the American student may view the "usefulness" of a given course the TA may be teaching. Discussion of the lack of a centralized educational governing body to standardize procedures and how this affects the relative freedom of the teacher. Discussion of such policies and grievances, disputes on campus and the concept of "academic freedom." Discussion of the role of the university in the community and the status of its faculty and their roles. The role of the graduate student in faculty research and the "publish or perish" syndrome--why it is and how it affects the TA.

b) STUDY SKILLS AND ADMINISTRATIVE PROCEDURES:
How American students approach their studies, their research papers, how they attempt to gather information (use the library), the open information systems of the U.S., the role of the teacher as resource person, how students study for tests and what kinds of testing they are accustomed to, the importance of the "grade," the American student's major or minor and how this affects what a student thinks of a course and the importance of that course.

c) CROSS-CULTURAL SEMINAR:
Three to five sessions at the end of the course: TAs, faculty and former and current foreign TAs will be able to put into practice activities, roleplaying, creative problem-solving and discussion. Theory of cultural interaction, non-verbal language and educational differences will be applied in these sessions.

APPENDIX B

SAMPLE LESSON PLANS AND CLASSROOM MATERIALS

ORIENTATION TO TEACHING FOR FOREIGN TA'S

A MODEL FOR DIAGNOSING PROBLEMS OF COMMUNICATION IN THE CLASSROOM

Landa and Perry[1] have identified the following problem areas for consideration in diagnosing teacher problems of the foreign TA:

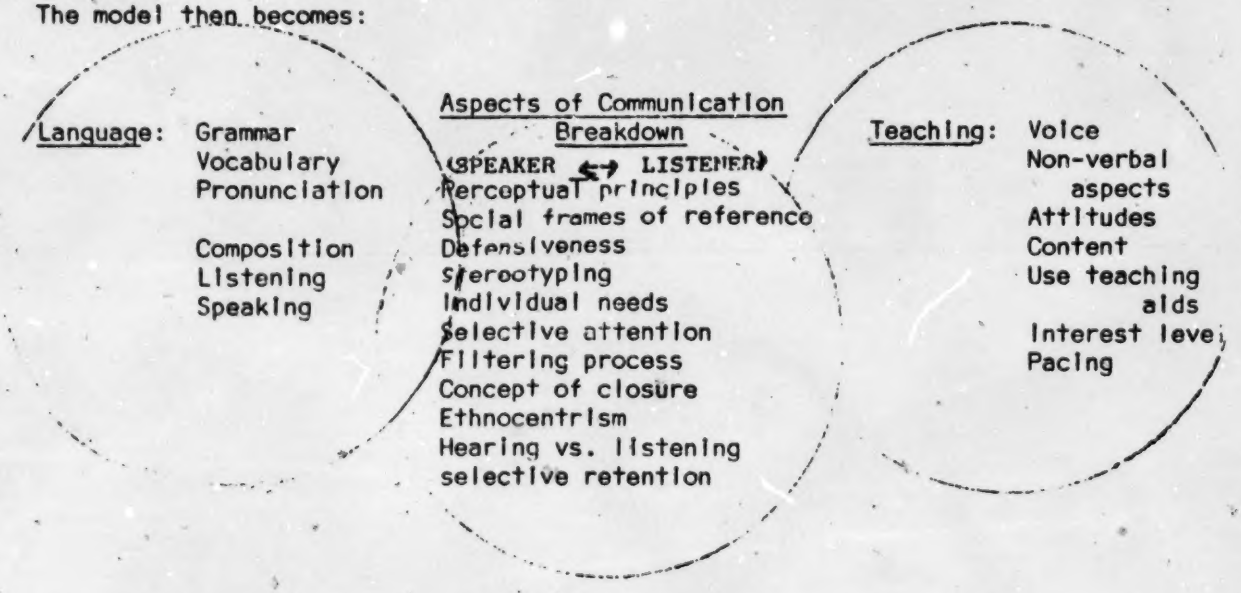
Language	Teaching
Grammar Vocabulary pronunciation	Voice Non-verbal aspects Attitude toward students Content of the lesson Use of teaching aids Interest levels Pacing
composition listening speaking	

We can add to this model by identifying aspects of communication breakdown:

1. Perceptual principles
2. Social frames of reference
3. Defensiveness
4. Stereotyping
5. Individual needs
6. Selective attention & filtering
7. Concept of closure
8. Ethnocentrism
9. Hearing vs. listening
10. Selective retention

If we look at communication as a circular process, we can see that both teacher and student are responsible for communication breakdown. Therefore, we shall address these things from the point of view of you as a student, and you as a TA.

The model then becomes:



We must be sure to give special attention to the role of active listening in information processing and attitude change.
Only then can true learning and teaching (communication) take place.

[1] Mark Landa and William Perry, University of Minnesota, In presentation at 31st annual conference of NAFSA, Phoenix, Arizona, May 9, 1979.

TEACHING ASSISTANT ORIENTATION COURSE

9/12 WHY CAN'T THEY UNDERSTAND ME?

(1) Voiced vs. voiceless sounds -- Vocal cord movement

Example: /s/ vs. /z/

In which of the following words do the vocal cords move?

zoo	Sue
zone	sewn
seizing	ceasing
razor	racer
lazy	lacy
plays	place
eyes	ice
buzz	bus

Repeat the following sentences:

Give me a bus.	Who had this sewn?	Are they seizing the soldiers?
Give me a buzz.	Who had this zoned?	Are they ceasing the war?

She's always so lazy!

She's always so lacy!

Verbs vs. adjective pronunciation: close vs. close

(v) Close the door. (a) That was a close call.

(2) Confusion of vowel sounds--articulation adjustment of the tongue
Example: /ɔ/ vs. /ɑ/ taught vs. tot

(3) Confusion of consonant sounds. Did he say /f/ or /v/ ?

She has a nice face. She has a nice vase.

(4) Stress and Intonation
Word stress
Sentence stress--question vs. statement or commands
Assimilation
Syllabication

(5) Sound vs. Spelling used in the writing system

LISTENING COMPREHENSION EXERCISE

The tape which you are about to hear is a replica of a news broadcast. It has been edited in places. As you listen, try to think of synonyms for the following words and phrases. Then answer the questions.

1. gaining
2. in store
3. stunning
4. ...and the NDP four
5. to some degrees
6. that sort of a feeling
7. a poll
8. delighted
9. a clear alternative
10. the vote will take place
11. to avoid undue delays
12. biased
13. a leak
14. volatile
15. there will be partial clearing
16. jailed
17. to sanction
18. collective bargaining
19. on duty hours
20. a contingency plan
21. he was indicted
22. blend
23. a devastating earthquake
24. austerely, an austerity budget
25. a grim spectacle

LISTENING COMPREHENSION EXERCISE (continued)

Circle each statement as T (true) or F (false). Work as quickly as possible. ACCORDING TO THE TAPE:

1.	Carl Nielsen is still alive.	T	F
2.	Nielsen's music is now losing popularity.	T	F
3.	A stunning defeat refers to one that was expected.	T	F
4.	...and the NDP four is the name of the third political party mentioned.	T	F
5.	"To some degrees" = in other ways.	T	F
6.	"That sort of feeling" means an underlying feeling.	T	F
7.	If people are cordial, they are impolite.	T	F
8.	"According to a poll" = according to a count of heads.	T	F
9.	The phrase, "the campaign is well under way," implies that the campaign did not begin on time.	T	F
10.	If one is biased, one is prejudiced.	T	F
11.	"To spring a leak" means to bounce a leak.	T	F
12.	A volatile substance will not explode.	T	F
13.	To sanction = to approve.	T	F
14.	If a person is indicted for murder or a crime, he is guilty of a crime.	T	F
15.	To munch = to chew on or to nibble on.	T	F

16. I'll have a cordial, please means _____

IMPROVISATIONS

(2 people)

1. YOU ARE A TA. YOU HAVE BEEN LATE FOR CLASS SEVERAL TIMES. ON ONE PARTICULAR DAY WHEN YOU ARRIVE, YOU ARE SURPRISED TO FIND THE PROFESSOR FOR WHOM YOU WORK WAITING FOR YOU. HE IS VERY ANGRY. CONVINCE HIM THAT YOU ARE NOT IRRESPONSIBLE AND THAT YOU HAVE A LEGITIMATE EXCUSE. (5 minutes)

2. YOU ARE A TA. YOU HAVE TOLD THE STUDENTS THAT THEY MUST BUY A CERTAIN TEXT WHICH COSTS $25.00. THEY PROTEST.
CONVINCE THEM THAT THIS IS THE MOST IMPORTANT BOOK WRITTEN IN THIS FIELD IN THE 20th CENTURY AND THAT THEY MUST HAVE IT ON MONDAY. (2 minutes)

3. YOU ARE AN INSTRUCTOR. YOU HAVE JUST GIVEN A STUDENT HIS GRADE. HE THINKS HE DESERVES AN A. YOU GAVE HIM A D.
CONVINCE THE STUDENT THAT YOU ARE RIGHT AND HE IS WRONG. (5 minutes)

4. YOU ARE AN INSTRUCTOR. YOU HAVE EXPLICITLY GIVEN THE DIRECTIONS FOR AN ASSIGNMENT. ON THE DATE THAT THE ASSIGNMENT IS DUE, ONE STUDENT SAYS, "BUT TEACHER, I DIDN'T UNDERSTAND THE ASSIGNMENT SO I DIDN'T DO IT!"
RESPOND TO HIM VERY POLITELY, BUT FIRMLY. Give him a deadline or a negative alternative if he doesn't do the assignment. (Remember, be nice!) (2 minutes.)

IMPROVISATIONS (continued)

5. YOU ARE AN INSTRUCTOR. YOUR STUDENTS WANT TO KNOW IF: YOU GIVE POP QUIZZES, MAKE-UPS, STANDARDIZED TESTS, OPEN BOOK EXAMS, HOURLIES, AND DEPARTMENTAL EXAMS. WHAT DO THEY WANT TO KNOW? (2 minutes)

6. YOU ARE AN INSTRUCTOR. YOU HAVE JUST ANNOUNCED A QUIZ FOR FRIDAY. SEVERAL STUDENTS ASK, "WHAT IS IT GOING TO BE ABOUT?" "HOW LONG IS THE TEST?" "WHAT KIND OF TEST IS IT?" WHAT SHOULD WE STUDY?"

   EXPLAIN TO THE STUDENTS THAT THE TEST QUESTIONS WILL BE TAKEN RIGHT FROM THE BOOK (BUT DO NOT USE THE WORD BOOK), THAT THEY WILL SELECT (a), (b), or (c) AS THE CORRECT ANSWER (BUT DO NOT SAY (a), (b), or (c).) ANSWER ALL OF THEIR QUESTIONS IN LESS THAN TWO MINUTES.

7. YOU ARE AN INSTRUCTOR. YOUR STUDENT MADE YOU SO ANGRY THAT:

   YOU HIT THE ROOF

   FELT THAT YOU HAD HAD IT UP TO HERE

   GAVE HIM FAIR WARNING

   TOLD HIM THAT HE HAD BETTER BE UP TO HIS EARS IN STUDYING IF HE IS EXPECTED TO PASS.

   SAY ALL OF THESE THINGS IN A VERY POLITE, BUT EMPHATIC, MANNER!

WORD AND SENTENCE STRESS IN ENGLISH

POINTS TO CONSIDER:

1. When there is more than one vowel in a word, only one vowel receives the primary stress. The others are reduced. All dictionaries mark primary stress. (Use an English/English dictionary.)

   Example: ob jec tion a ble
   1 2 3 4 5 syllables

   Notice that 1, 3, 4 and 5 are pronounced as the schwa and the final e is silent.

2. In one phrase there can be only one primary stress.

   Example: Give me the book vs. Give me the book (Note change in emphasis)

   Noun compounds: a book mark

3. Secondary stress = a degree less in emphasis than primary stress. It is usually marked with a stress mark that is lighter in color than the mark for primary stress in most dictionaries.

   Example: e gal i tar i an
   1 2 3 4 5 6

4. Stresses that you may hear discussed, "tertiary" and "weak," are minor stresses and are not always marked in the dictionary.

5. Generally, content words, e.g., nouns, verbs, adjectives, and adverbs, have major stress in sentences. Function words, e.g., prepositions, auxiliaries, articles and pronouns, have minor stress.

NOUNS THAT RECEIVE STRESS ON THE FIRST SYLLABLE

abstract	accent	combine	contract	instinct
extract	imprint	discharge	duplex	endive
exploit	influx	insert	discourse	curfew

Which of the above change the stress when they become verbs?

VERBS WITH FIRST SYLLABLE STRESS

bisect	dilate	probate	vibrate	profile
collate	import	migrate	rotate	program

WORD AND SENTENCE STRESS IN ENGLISH (continued)

FOUR SYLLABLE WORDS WITH STRESS ON THE THIRD SYLLABLE

absolutely	annotation	fascination	superstition
patriotic	aromatic	calculation	affidavit
regulation	contemplation	admonition	cultivation
allegretto			

FOUR SYLLABLE WORDS WITH STRESS ON THE SECOND SYLLABLE

abbreviate	accommodate	anticipate	illuminate
accumulate	associate	participate	elaborate

FIVE SYLLABLE WORDS WITH STRESS ON THE SECOND SYLLABLE

additionally	distributively	inevitable	intentionally	traditionally
determinedly	impressionable	provisionally	pictorially	comparatively

Listening practice:

Words: Write the words which I say exactly as you hear them. I will repeat only once. Mark the primary stress.

Phrases: Listen to the following phrases. Then write them exactly as you hear them. Mark the words which receive primary stress.

Sentences: Listen to the following sentences. Listen for content words. Mark the words receiving primary or secondary stress.

IDIOMS AS THEY MIGHT BE USED BY PROFESSORS AND STUDENTS

Sometimes lecturers will incorporate idioms and informal expressions into their explanations of concepts. Try to paraphrase the following.

1. Sometimes people are so emotionally involved in a situation that they cannot see the forest for the trees.
2. We have to look at the grass roots level in order to understand certain concerns.
3. In that case, we give them a run for their money.
4. Now, let's see how many classes we come up with.
5. The possibilities for advancement of the blue collar worker need to be examined.
6. The problem may be that the adolescent is simply having trouble getting his act together and needs some direction.
7. What this really boils down to is that the supply is greater than the demand.
8. Such experiences often set the stage for what follows.
9. After we discuss the theory, we will try to get down to the fundamentals of its application.
10. A historical analysis should provide a clue as to how this all came about.

STUDENT EXPRESSIONS

1. Tom: Did you get what he meant when he said good communicators have to take risks?
   Bill: Yeah, I can dig it.
2. Where does he get off giving you an Incomplete?
3. He always says to come by the office, but he's never there.
4. Tom: Did you hear what he said?
   Bill: Right on!
5. They say that males are smarter than females, but I don't buy that.
6. Man, I really opened a can of worms when I said that!
7. If you manage to finish his reading list, you'll be cross-eyed!

STUDENT EXPRESSIONS (continued)

8. That's gross!

9. That guy must have been bombed out of his tree to come up with a theory like that.

10. Tom: How was the concert last night?
    Bill: Out a sight!

ORIENTATION TO TEACHING FOR NEW FOREIGN TEACHING ASSISTANTS
FALL/IELI
SUNYAB

Reading/Writing: The Library Research Paper: Assignment & Assessment

I. Considerations in giving the term paper assignment:

A. What are your objectives
B. How much weight or what percentage of the total class grade will the paper be worth
C. How will you give the subject of the paper--in general or specific terms
D. Will student confer with you prior to writing the paper to get your permission to approach a certain topic
E. What is an adequate length for a term paper; how many pages will you assign (maximum or minimum)
F. What is an adequate time period or length of time to complete assignment--DUE DATE

II. Correcting the library research paper

What will be the criteria on which you base your grading?

A. Paper content
B. Paper length
C. Grammatical errors (number of)
D. Amount of evident research
E. Style, sophistication of writing; technicalness; specificness
F. Compare with quality of other papers in class/or grade on the merit of each particular paper
G. Penalize for handing in late
H. Achievement of purpose, as stated in introduction; achievement of purpose of assignment as you gave it

III. What elements make up an effective library research paper?

A. INTRINSIC:
1. content
2. organization
3. narrowness vs. broadness of subject
4. degree of research (how can you tell?)

B. EXTRINSIC:
1. format, style
2. footnotes, bibliography
3. title page, typed

EXCERPT FROM SUNY/BUFFALO UNDERGRADUATE BULLETIN USED AS CLASS MATERIAL

GRADES OF INCOMPLETE

The mark of "Incomplete" may be given a student who, for a legitimate reason, has been absent from an examination or could not complete all of the assigned work in a course, if he/she has a passing average (in that course) and there exists a means by which the student is able to complete the course requirements.

The mark of "Incomplete" normally must be removed within two years from the end of the semester during which it was incurred. After two years the "Incomplete" will remain on the student's record.

The individual instructors may set their own conditions for removing an "Incomplete" so long as the time limit is not longer than the two-year limit stated above.

If two years have elapsed since the "Incomplete" was given, and if the course is required for the student to graduate, the student may petition the department for permission to remove the "Incomplete" in a way determined by the original instructor or if the instructor is no longer present, by the department chair.

Under University rule the student may not officially register again in a course in which the "Incomplete" was incurred.

If departmental permission to remove the "Incomplete" is denied the student may petition the Division of Undergraduate Education for permission to register for credit in the course if it is required for graduation.

CHANGES OF GRADE

Changes from one letter to another must be initiated by the instructor utilizing a Change of Grade Form which is to be signed by the instructor and the department chair and the University Dean of the Division of Undergraduate Education. Reasons for the change should be fully explained and justified.

GRADE REPORTS

Grades are mailed to the student's permanent address at the end of each semester. Grades are not given out over the telephone or in person at the Office of Admissions and Records. Copies of grade reports are also sent to the Division of Undergraduate Education Advisement Office where academic action decisions (probation, dismissal, Dean's List, etc.) are made.

ACADEMIC STANDING

For a full-time student, minimum satisfactory progress toward a degree is established in terms of the completion of 12 semester hours with a Quality Point Average of 2.0 or better for each semester.

Academic Review by the DUE Advisor may result in the following designations:

Dean's List -- 3.2 QPA or better for completion of 16 semester hours (12 of which are letter-graded) in a semester. It is designated on a semester basis.

Good Standing -- 2.0 or better semester QPA and 2.0 or better overall QPA for completion of at least 12 hours per semester.

Unsatisfactory Progress -- QPA below 2.0, completion of fewer than 12 hours, accumulation of excessive Resignations and Incompletes, non-admission to a department by upper division students, not fulfilling department requirements are considered to be unsatisfactory progress for a full-time student.

Students will receive warnings from their DUE advisors when their status is endangered and should make arrangements to see an advisor immediately. Students who are not making satisfactory progress toward a degree could be put on academic probation or dismissed at the discretion of the DUE Advisor. Students placed on academic probation are expected to show marked improvement in the next semester or face possible dismissal. An academic check stop will be placed against all students dismissed to prevent them from registering in DUE or Millard Fillmore Division. Registration for Summer Session will not be restricted.

Students readmitted through Scholastic Standards Committee will have an academic check stop placed on their registration for two semesters. The check stop can be removed by the DUE advisor who monitors the student's progress for two semesters. The stipulations of the committee are strictly enforced.

In exceptional cases, students may have to become part-time (less than 12 hours per semester). Students must clear this with a DUE advisor. Good academic standing for part-time students is successful completion of all courses for which they registered.

RESIGNATION FROM COURSES

Students may resign from courses up until two weeks prior to the last day of classes for a given semester. All drops which are processed after the official published change of registration dates will be indicated as officially resigned courses by the notation "R" on all grade reports, transcripts and other official University documents.